

Suffolk County Workforce Investment Board



2001-2002 EMPLOYER SURVEY of HIRING & TRAINING NEEDS

A Survey of Manufacturing and High Growth Industrial Sectors

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Working Suffolk County

Long Island supports more than 1 million jobs. Approximately 87% of Suffolk County residents work on the Island. An estimated 275,000 Long Island residents commute to New York City for work. Approximately 75,000 of these workers commute from Suffolk County.

Suffolk County's population is growing. According to the 2000 US census there were more than 1.4 million residents in the County, up 7.4% from the 1990 count. It was ranked as the 22nd highest County population in the United States and had more residents than 12 states in the nation. As of 1980 Suffolk surpassed its neighbor Nassau in population, becoming the most populated suburban County in the US. Five western towns, Huntington, Babylon, Smithtown, Islip and Brookhaven contain 91% of the County's population within 62% of its landmass.

The County's population continues to become more racially and ethnically diverse, partly due to immigration from abroad. Twenty four percent (24%) of Suffolk residents identified themselves as belonging to one or more of the following groups: Hispanic, Black, Other, Asian, or Native American. Projections suggest that by the year 2020, Long Island will be 59% white, 17% Hispanic, 15% Asian, and 9% Black. Echoing national trends, the County's population is aging, 14% of its residents are over 62 and 25% of its households contained a senior citizen (65 or older). A recent 'baby boomlet' occurred that lasted throughout the 80's and 90's and caused a surge in school enrollments leading to overcrowding in many school districts. Enrollments continue to increase but levels will not reach the heights of past County records.

The median age of the County's population has been steadily increasing and in 2000 was 36.4 years. In comparison, the state's median age was 35.9 and the Nation's median age was 35.3 years. The County's per capita personal income was \$33,803 ranking 6th in NYS and was 18% higher than the national average \$28,546. The County's household median income for 2000 was estimated to be \$68,651. The Long Island area has been consistently ranked #1 for having the highest income of the largest 20 metropolitan areas in the country. Its average household effective buying income has been calculated to be \$62,052, which is 41% above the national average of \$43,956. The average household size in 2000 was 2.96 for the County (lowest on record). Family structure is changing. Although married couples still predominate there are significant numbers of single parent and non-family households (households that consist of seniors who are living alone). According to the US Census Bureau, Suffolk County's official poverty rate is one of the lowest in New York State, 1997 data placed it at 8%. However, several sources suggest caution in interpreting poverty data in relation the area economy, as the affluence of the area and its high cost of living sets the level of income needed to achieve self-sufficiency above the poverty line.

Suffolk County has enjoyed a long period of employment growth coupled with low unemployment. The County's labor market has been at virtual full employment since 1997. Year end average unemployment rates for 1997, 1998, 1999, 2000, and 2001 were 4.3%, 3.5%, 3.6%, 3.2%, and 3.5% respectively. Suffolk's 3-month average unemployment rate for first quarter 2002 registered 4.6%. In addition, although hiring on Long Island slowed markedly in the wake of the terrorist attacks of September 11th, 2001 and a national recession, employment remained strong and job growth continued in most business sectors.

However, projections of worker supply in relation to demand suggest that the rate of growth of the workforce will not be sufficient to meet the employment needs of the workplace. Consequently, a downside to high employment is that most businesses have been experiencing difficulties finding

workers. A crunch particularly felt by expanding businesses and firms seeking to hire skilled workers. Responses to a recent Suffolk County Department of Labor (SCDOL) customer satisfaction survey sent to more than 500 Suffolk County businesses found that 71% of employers felt that they needed help with filling job vacancies and that 61% of employers felt that applicants did not have the skills needed for the job.

Suffolk County's Planning Department reports that the biotechnology, electronics, instruments and wireless technologies, and software industries have served as engines of economic growth. Projections suggest that Long Island's bioscience industry will expand led by Cold Spring Harbor Laboratory, SUNY Stony Brook, Brookhaven National Lab, and North Shore Long Island Jewish Health System. According to the Long Island Forum For Technology, Long Island leads New York State as a technology-based region as it is home to the largest concentration of life sciences firms, including companies active in pharmaceuticals, nutraceuticals (vitamins), medical devices, biotechnology, and life systems technologies.

According to the Long Island Business Association, above average growth is expected to continue in the high technology industries and health and business service sectors. The defense industry, newly downsized and highly diversified is expected to experience some growth due to the continuing 'War on Terror.' Long Island's manufacturing industry has contracted in terms of number of jobs, however production levels and wages have increased as technology has improved efficiency. Construction was fueled by recent aggressive monetary policy intervention, which encouraged investment in new building as well as renovations.

The New York State Department of Labor's (NYSDOL) Long Island Regional Labor Market Analyst reports that most of the job growth and employment of recent years has been concentrated among small and medium sized firms. Firms that employ fewer than 100 workers employ 60% of the regions' labor force. While establishments that employ between 100 to 499 workers employ 24% of the workforce. Long Island's largest firms account for only about 10% of all workers.

In 2000, 28 private employers each had more than 2,000 employees on Long Island and these were spread across a wide range of industries. In 2000, Northrop-Grumman employed just 2,200 workers in the area. In contrast, in 1986 the Grumman Corporation employed 25,000 persons on Long Island.

Long Island's economic diversity continues to support job growth and protect the area against upheavals in the marketplace. Diversity, however, requires a workforce equipped with a broad range of specializations and job skills. Consequently, to ensure Long Island's continued economic success there must be a focus on the workplace skill needs of the future as well as the needs for today. Long Island must have people in the career preparation pipeline or positioned on career ladders to meet tomorrow's needs. Occupations most in demand currently include: Architects, Accountants, Auto Technicians, Biological Scientists, Billing and Account Clerks, Computer Assisted Design (CAD) Operators, Carpenters, Chemical Engineers, Chemical Technicians, Computer Technicians, Database Managers, Dental Hygienists, Electricians, Electronic Engineers, Engineering Technicians, Home Health Care Workers, Machinists, Math Teachers, Assemblers, Network Designers & Administrators, Programmers, Registered Nurses, Science Teachers, Secretaries, Software Engineers, System Analysts, and Technical Writers. Forecasted is a growing reliance on Information Technology (IT) skills. Need for IT skills cuts across all industrial sectors. Also growing is the demand for math and science intensive skills.

Rapid emergence of newer and better technologies is driving the employer's need for highly skilled and adaptable workers. Today the average worker is challenged to maintain a higher skill level than

ever before in history. The rapid industrial cycling that results also adds a level of complexity to the workplace that is entirely new. As a result, today's lean and efficient diversified company may exhibit contraction in one area, laying-off workers as it expands, hiring in another area. Consequently, good career opportunities may open up in companies with falling employment. Two examples cited for Long Island are the banking and manufacturing industries. Although these are contracting industries, they require new hires to have strong mid to high-end skill levels.

According to the most recent Economic Report (2002) prepared by the State Assembly, the recent economic progress enjoyed by the state is in part driven by the statewide shift observed in employment from the manufacturing to services sectors, and a change in composition of employment across all sectors. It notes that all industrial sectors have experienced a rise in skill-intensive and high technology activity, however, these gains were particularly evident in the services and manufacturing sectors. The report also noted that the Manufacturing sector continues to streamline itself. Manufacturing employment continues to fall even as wages and output continues to rise, indicating productivity gains and technological changes in the workplace. New growth industries, such as electronics are emerging and gaining ground in NY's industrial landscape. The Services sector during the 1995-2000 period accounted for 2/3rds of all jobs created in the State. Business services led the way, followed by Education Services, and Social Services. The report noted that the overall pace of change has accelerated and that business response has been to maintain smaller permanent workforces and rely on larger numbers of temporary workers. In the economic expansion of the 90's the top ranks for employment growth went to New York City, Long Island, and the Mid-Hudson Region respectively. For the 92-00 period, wages grew fastest in New York City, Long Island and the Mid-Hudson Region respectively. Long Island earned 11.9% of the wages in the state during this time, in contrast, New York City earned 55.5% and Mid-Hudson 8.7% of the State's wages.

Multiple sources including NYSDOL, Division of Research & Statistics, the Suffolk County Planning Department, the Long Island Association (LIA), the Long Island Forum on Technology (LIFT), the Hauppauge Industrial Association (HIA), the Long Island Business News, and NEWSDAY have reported that there has been a shortage of workers noted at all skill levels for several years now. Demographic trends further suggest that area labor shortages may get worse even as the economy flattens. Estimates suggest that during the next fifteen years the workforce cohort spanning the ages of 25 to 44 may shrink as much as 15%. Moreover, the graying of America's workforce means that labor shortages will occur across the country and that there will be keen competition for our local talent. In addition, because Long Island's workforce is among the most highly educated in the Nation it also has maximum latitude with respect to marketing their talents elsewhere.

Consequently, Long Island may not only expect to have trouble recruiting labor, it may expect to have trouble retaining labor. In short, local business advocates note that unless aggressive community action is taken to keep and cultivate local talent in the area, the region stands to lose its workers to other areas.

As community advocates have banded together to address the worker shortage problem it also took a closer look at what factors needed attention. It was found that Long Island's very assets that render it a desirable and exclusive locality to live, work, and play in also serve as barriers to attracting and keeping workers in the area. Long Island is relatively isolated. It has a high cost of living, according to one recent report Long Island was ranked 5th on the list of the Top 10 most expensive places to live in the Country, and ranked 1st as the most expensive place to live in the State. In addition, finding housing is a problem. There is a shortage of affordable housing which severely challenges many young workers and low wage workers. HUD places the fair market rent for a 2-bedroom apartment on Long Island at \$1,230. a month. Rental units account for only about 20% of Long

Island's housing stock. A shortage of rental housing units challenges everyone regardless of income status. Housing prices are sharply up because of the shortage of supply and high demand, pricing some first time homebuyers out of the market. The Multiple Listing Service of Long Island reported that in March 2002 the median home sale price in Suffolk was \$238,900, and \$305,000 in Nassau. Regarding work accessibility, most Suffolk County work trips are local and just under 30 minutes. However, because private residences and places of employment are widely dispersed, mass transportation is often difficult to negotiate. Consequently, many feel that car ownership is a necessity on Long Island. In addition a shortage of affordable, daycare facilities have been noted here as well as elsewhere. Collectively these barriers add-up to additional expenses, which cut deeply into a personal budget and leave little discretionary income for food and medical care and necessities of life.

Community response to these problems has been strong. Government, education, labor organizations, community and business associations and private industry has come together to create an array of programs and initiatives to address each of these barriers.

For example, employers and workers may access a wide array of services that address these concerns as well as Education & Training needs through the Suffolk County One-Stop. Partner agencies include: Economic Opportunity Council of Suffolk, Inc; Suffolk County Department of Economic Development; the Suffolk County Workforce Investment Board; New York State Department of Labor; Suffolk County Community College; Suffolk County Office for the Aging; Electrical Industry of Nassau and Suffolk Counties; Suffolk County Department of Social Services; International Union of Operating Engineers; Joint Apprenticeship and Training Committee for the Long Island Federation of Labor; New York State United Teachers; Job Corps; Suffolk County Department of Labor; Suffolk County Displaced Homemaker Center; Suffolk County District Council of Carpenters; Suffolk County Department of Community Development; Vocational & Educational Services for Individuals with Disabilities (New York State Department of Education).

In addition, the County has sponsored recent initiatives that spearhead many issues of concern such as transportation, childcare, and medical insurance coverage for the low wage and elderly. The County has established a Housing Task Force and Transportation Task Force to study problems and recommend corrective action.

Other initiatives have developed at the grass roots. For example, the Long Island Forum on Technology (LIFT) has sponsored a collection of new industry based training programs in the bio-science area which have been designed to impart high-demand skills to a broad wide range of trainees that span from youth to old age and are open to both the unemployed and employed of all skill levels. Likewise, the Long Island Works Coalition was formed to bridge the gap between business and education and ensure that area youth receive the training they need to pursue local employment opportunities. The Long Island Business Association includes housing and transportation among its legislative priorities.

These groups and others have made development of a skilled workforce aligned with the needs of business a principal mission.

Suffolk County Workforce Investment Board (Board) Discussion: Workforce Development in Suffolk County.

1. A goal of any public workforce investment system should be to strive to serve as many persons as possible to the best of its ability with the highest level of service possible that will help its customers get, keep, or progress in a good job.
2. A public workforce investment system should strive to be a timely and responsive workforce development system. Ideally it should allow both local economic conditions and the labor market establish the context for service delivery decisions. Particularly, in uncertain times it is imperative to maintain a posture that is open to a changing economy. Resource expenditure decisions differ in accordance with the prevailing environment. An economy characterized by a full employment economy warrants a strategy that will keep citizens employed and facilitate progress along a career ladder creating backfill opportunities for less skilled, entrant, and hard to serve workers. An economy hard hit with a situational emergency, such as the September 11, 2001 terrorist attacks warrants a strategy that focuses on dislocated workers and the unemployed to offset ripple effects.
3. Suffolk County through its successful administration of Workforce Investment Act programs serving economically disadvantaged adults, youth, and dislocated workers has found that both work-first and training-first service delivery strategies have merit. However, strategy selection should proceed from accurate assessment of customer skills and skill needs in relation to the skill needs of local employers and local labor market conditions.

Long Island's expanding economy and its well publicized worker shortage that cuts across low to high skill levels presents a conducive environment for a work-first strategy with dislocated workers, the unemployed, new entrants, youth, and target population groups. During a boom economy employers need bodies at all levels of experience to meet expansion demands, such that work-first training strategies are a market responsive option. Need drives the business sector to be tolerant of the cost and inconvenience associated with hiring workers that require further training to achieve company standards. However, in an uncertain economy, hiring stops and industrial contraction follows as employers adopt a conservation or cost cutting mindset. Employees tenuously attached to the workforce are the first to lose jobs and those with weak skills fail to get jobs. If a job is procured it is often a 'survival job' with limited opportunity and pay.

Suffolk County has administered job-training programs for almost 40 years. Its wealth of experience has found that often customers benefit most from a training-first strategy because it yields stronger workforce attachments which results in steady progression towards achievement of self-sufficiency. Well-trained employees with strong current skills are best equipped to weather-out a contracting business or labor market.

4. Employers expect workers to come to the job adequately skilled. Skill expectations vary in relation to the job. However, virtually all jobs require the worker to report on the job with basic workplace socialization skills, such as personal grooming, punctuality, and basic communication skills. In addition most employers expect workers to be literate with respect to basic skills (reading, writing, & math) and to have adequate communication skills. These skills, if lacking should be developed pre-employment. In addition, higher order skills that require heavy exposure to theory prior to skill application should also be developed pre-employment. Post employment skill development is the modality of choice when successful skill acquisition requires direct application of newly learned material to reinforce learning and demonstrate mastery.
5. Several factors, such as, employer preference, skill level and characteristics of the worker, and the nature of the task to be learned contribute towards deciding the best balance between

classroom-based and workplace-based skill development. With respect to the unemployed, employers expect the individual to arrive on the job with skill levels in line with declared formal training or prior experience. Given a concrete task of moderate difficulty and trainees that are either incumbent workers or unemployed or dislocated workers judged to possess adequate skill capacity, employers almost always prefer that training occur at the workplace. The 'see one - do one' skill acquisition philosophy predominates in most places of work. On the other hand, given a highly complex task or need to acquire theoretical background prior to skill application, classroom based training is usually the best context for skill development.

- 6 Labor and skills shortages have been noted in both high-tech industries and non-high-tech industries associated with growth areas, such as: biotechnology, electronics, health care, and software. Skill and labor shortages have also been noted in sectors with falling employment such as manufacturing and information technology.
7. The Board is devoted to workforce development principally through increasing private sector employment opportunities for local residents. A sensible approach therefore is to use public resources to develop high-demand, high-growth-potential skills to the benefit of the community. Development of demand skills will help ensure that there is a well-trained labor force available to support growth engines that can expand the local economy. Demand skills are portable and utilized by companies in both ascending and diminishing industrial sectors.
8. Suffolk County is committed to providing a fully integrated One-Stop Center designed to help employers meet their workforce needs and help unemployed, underemployed and emerging workers attain the skills they need to access, and advance within the workplace. By utilizing partnerships with local community, business and government entities, we strive to offer our customers centralized access to the broadest possible range of quality career-related information and services. Employers receive access to the best and most current labor market information, and access to services most appropriate to their local industry needs
9. Partnership is key to success. Suffolk County Partners are committed to integrating their resources to create a seamless, "no wrong door" universal access to services. Programs are linked together so that the employer and job seeker alike can easily navigate among them. Stakeholders have committed real resources, funds, staff, facilities, material and expertise, to make the local system work. A continuous improvement system ensures that all its customers receive the highest quality services available. The SCDOL's Customer Satisfaction Unit meets on a continuous basis with members of the business community to explore ways of improving employment services. Feedback information is shared among Partners to help each in their respective efforts to refine services and make resources more understandable, responsive, efficient and accessible to all its customers.

2001-2002 Employer Survey of Hiring & Training Needs: A survey of Manufacturing and High Growth Industrial Sectors.

The Suffolk County Workforce Investment Board 2001 – 2002 Employer Survey of Hiring and Training Needs (Attachment 1) was mailed to 9,811 County employers late August 2001. The target population was both high-tech and non-high-tech firms known to impact the local economy. It included firms from growth areas, such as biotechnology, telecommunications, electronics, health care, information technology, and software. The manufacturing industry was also included because it remains a significant contributor to the local economy despite sector contraction. The survey asked

employers to report current and projected staffing levels and worker employment status. Employers were also asked to indicate whether job applicants and employees possessed adequate skill levels, and if not, to indicate the area of skill deficiency. Employers were asked to indicate how many employees currently needed training and to list the job titles of the employees needing training. Employers were asked to indicate training preferences with respect to method, amount, location, and type of instructor. Employers were asked to project their hiring needs for the upcoming year in their Suffolk County facilities. They were asked to identify job titles with anticipated openings, the total number of workers needed per job title, the breakdown of new hires needed by experience level, the average hourly pay per job title, the breakdown of average hourly pay of new hires by experience level, and the minimum level of education required per job title. Employers were also asked to indicate job specific skills required for the open position. The survey closed by asking the employer to indicate preferred modes of transmitting training need information to the One-Stop System, to provide business contact information, and indicate if additional information was desired regarding employer services offered through the One-Stop Center.

One thousand five hundred ninety nine (1,599, 17%) private sector employers responded to the survey. Three hundred thirty nine (339) surveys were either mail returns or marked 'decline to participate.' Review of responses by 4 digit, major Standard Industrial Classification code revealed that 58% of yielded from Services, 23% yielded from Manufacturing, 16% yielded from Wholesale Trade, 1% (18) yielded from Retail Trade, 1% (17) yielded from Transportation, Public Utilities, and <1% (7) yielded from Construction. Review of responses by firm size revealed that 43% employed 0-3, 30% employed 4-9, 13% employed 10-19, 8% employed 20-49, 3% employed 50-99, 2% employed 100-249, <1% (8) employed 250-449, <1% (2) 500-999, and <1% (2) employed 1,000+ workers.

Analyses revealed that the average sample respondent employed 18 workers and that about 80% of employees were full-time (35 hours or more). It also found that 79% of the respondents expected to keep about the same number of employees in the upcoming year, 17% expected to increase their number of employees, and only 4% expected to reduce their number of employees.

Analysis of employer reported perceptions regarding skill adequacy of job applicants and employees revealed that 41% of employers found job applicants lacked the skills and competencies required for their business. Sixty one percent (61%) of employers reported that skill deficient job applicants displayed problems in multiple areas (job specific skills and/or social skills and/or basic skills), 26% indicated that shortages were limited to job specific skills (computer, management, technical), 8% indicated shortages were limited to social skills (appearance, attendance, attitude) and 5% indicated shortage of basic skills (reading writing, math). In contrast, only 7% of responding employers indicated that their employees lacked the skills and competencies required to perform on the job. Of these, 45% reported that skill shortages cut across multiple areas, 36% reported that job specific skills were lacking, 14% reported that social skills were lacking, and 5% reported that basic skills were lacking. Although employers were asked to identify how many of their current employees need training at this time and to list corresponding job titles, no information is reported because the questions did not perform well.

Analyses of employer reported training preferences revealed that 73% of employers preferred on the job training to other methods of training. Twenty four percent (24%) preferred a combination of training methods (On-the-Job Training and/or Classroom Training and/or Distance Learning). Only 2% indicated a preference for classroom training and less than 1% indicated a preference for distance learning. Regarding the amount of training needed on an annual basis, 44% of the employers reported training needs of one (1) week or less, 36% reported that training needs were between one (1) week and four (4) weeks, and 20% indicated training needs that exceeded four (4)

weeks. Asked about the preferred location for training, 78% of employers reported on-site training was best. Another 20% reported a preference for a combination of on-site and off-site training. Only 2% indicated that off-site training was preferred. Employers were asked to indicate their instructor preferences. The majority of employers (73%) indicated a preference for staff to serve as training instructor, while 22% indicated a preference for a combination of staff, consultant and or faculty to serve as training instructor. Few respondents indicated a preference for either consultants (1%) or faculty (4%) to serve as instructor.

Three hundred thirty five (335) employers projected hiring needs for the upcoming year in their Suffolk County facilities. Businesses anticipating hiring yielded from the Services (62%), Manufacturing (24%), Wholesale Trade (11%), Retail Trade (2%, 7), Transportation & Public Utilities (<1%, 2), and Construction (<1%, 1) industrial sectors. Thirty four percent (34%) employed 4-9 workers, 29% employed 0-3 workers, 15% employed 10-19 workers, 12% employed 20-49 workers, 5% employed 50-99 workers, 3% employed 100-249 workers, 1% employed 250-499 workers, <1% (1) employed 500-999 workers, and <1% (2) employed in excess of a thousand workers. Hiring employers projected a need for 1,442 workers (range 1-182) to fill 151 occupations at an average hourly rate of \$18.01 (range \$7.00 - \$80.00). Respondents indicated that 42% of these positions require at minimum, a high school or an equivalent level of training; 26% require two (2) years of college or its equivalent; 18% require four (4) years of college; 10% require no education or training, and 5% require a graduate degree or its equivalent. Respondents indicated that 45% of job openings would be for entry level personnel, 43% at the midrange skill level, and 12% at the expert skill level. Respondents reported that the average hourly pay for entry level workers was \$11.65, the average hourly pay for new hires of midrange skill levels was \$15.68, and the average hourly pay for new hires at the expert skill level was \$20.08. Hiring employers identified 45 job-specific skill requirement areas. The top 10 skills in demand were: general computer literacy, general office skill proficiency, specialized computer software proficiency, Industry recognized certification or licensure, communication skill competency, medical technical skills, accounting skills, machining skills, medical office skills, and technical manufacturing skills. The top five (5) occupations most in demand with corresponding average hourly rate were: Registered Nurse (124) at \$24.02, Health Care Aide (101) at \$9.56, Licensed Practical Nurse (51) at \$17.98, Sales (46) at \$13.18, and Assembler (37) at \$10.27. See Attachments 2 and 3 for a complete listing of Demand Skills and Demand Jobs.

Lastly, regarding the creation of a system for communicating training needs to the One-Stop System, employers were asked which routes of transmission they were willing to employ. The ranked order of preference for transmission of skill deficit information was: (1) U.S. Mail (2) E-mail (3) FAX and (4) Telephone.

Four hundred thirty two (432) employers requested additional information about the Suffolk County Workforce Investment Board and services offered to employers through the One-Stop Center.

Suffolk County Workforce Investment Board

2001-2002 EMPLOYER SURVEY

of

HIRING & TRAINING NEEDS

Administered by the Suffolk County Department of Labor

[address goes here]	Record address changes below.
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Part 1: General Hiring & Training Information. For each of the questions below, provide the answer that best describes your Suffolk County facilities.

<div>1. On AVERAGE how many full-time (35 hours or more) and part-time (34.9 hours or less) employees do you carry on your payroll?</div> <div><div><div></div><div></div><div></div></div><div><div>_____#</div><div>Full time workers</div></div><div><div>+</div><div>_____#</div><div>Part time Workers</div></div><div><div>=</div><div>_____#</div><div>Total number of Employees</div></div></div>	<div>2. During the next year, do you plan to increase, decrease, or keep about the same number of employees in your business?</div> <div><div><input type="checkbox"/> Increase number of employees</div><div><input type="checkbox"/> Decrease number of employees</div><div><input type="checkbox"/> Keep about the same number of employees</div></div>
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<div>3. Regarding job applicants, do you find that they generally have the skills and competencies that you require?</div> <div><div><input type="checkbox"/> Yes</div><div><input type="checkbox"/> No</div></div> <div><div>If No, indicate the types of skills lacking in today's job applicants:</div><div><div><input type="checkbox"/> Basic skills (reading, writing, math)</div><div><input type="checkbox"/> Social Skills (appearance, attendance, attitude)</div><div><input type="checkbox"/> Job Specific Skills (computer, management, technical)</div><div><input type="checkbox"/> A combination of the skills listed above</div></div></div>	<div>4. Regarding your current employees, do you find that they generally have the skills and competencies that you require?</div> <div><div><input type="checkbox"/> Yes</div><div><input type="checkbox"/> No</div></div> <div><div>If No, indicate the types of skills lacking in your employees:</div><div><div><input type="checkbox"/> Basic skills (reading, writing, math)</div><div><input type="checkbox"/> Social Skills (appearance, attendance, attitude)</div><div><input type="checkbox"/> Job Specific Skills (computer, management, technical)</div><div><input type="checkbox"/> A combination of the skills listed above</div></div></div>
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5. How many of your current employees need training at this time?

List the job titles of these individuals:_____

<div>6. Indicate your preferred method of training:</div> <div><div><input type="checkbox"/> On the Job Training (OJT)</div><div><input type="checkbox"/> Classroom training</div><div><input type="checkbox"/> Distance Learning (internet based)</div><div><input type="checkbox"/> A combination of the above methods</div></div>

Part 2. HIRING NEEDS. Please tell us about your hiring needs for the upcoming year. Should your employment needs exceed 5 job titles, feel free to copy this page so that you may provide us with a complete listing. Report only information for your Suffolk County facilities.										
JOB TITLE	JOB SPECIFIC SKILLS REQUIRED <i>Examples: CAD, venipuncture, Matrix II Operator, ISO Awareness, JAVA, etc.</i>	TOTAL NUMBER OF WORKERS NEEDED		MINIMUM LEVEL OF EDUCATION REQUIRED		AVERAGE HOURLY PAY		INDEX OF HIRING DIFFICULTY On a scale of 0 (Not Difficult) to 10 (Extremely Difficult), how difficult will it be to fill this position?		
		# _____ Total Need	# Needed by experience level # _____ entry (0 to1 yr) # _____ mid (1+ to 5 yrs) # _____ expert (5+ yrs)	<input type="checkbox"/> None <input type="checkbox"/> HS/GED <input type="checkbox"/> 2 yrs post-HS (AAS, voc ed, apprenticeship, etc) <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Grad School (MA, PhD, MD, JD, or equivalent)	\$ _____ Avg Hrly	Avg Hrly by experience level: \$ _____ entry (0 to 1 yr) \$ _____ mid (1+ to 5 yrs) \$ _____ expert (5+ yrs)	0....1....2....3....4....5....6....7....8....9...10 Not Difficult Difficult Extremely Difficult			
		# _____ Total Need	# Needed by experience level # _____ entry (0 to1 yr) # _____ mid (1+ to 5 yrs) # _____ expert (5+ yrs)	<input type="checkbox"/> None <input type="checkbox"/> HS/GED <input type="checkbox"/> 2 yrs post-HS (AAS, voc ed, apprenticeship, etc) <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Grad School (MA, PhD, MD, JD, or equivalent)	\$ _____ Avg Hrly	Avg Hrly by experience level: \$ _____ entry (0 to 1 yr) \$ _____ mid (1+ to 5 yrs) \$ _____ expert (5+ yrs)	0....1....2....3....4....5....6....7....8....9...10 Not Difficult Difficult Extremely Difficult			
		# _____ Total Need	# Needed by experience level # _____ entry (0 to1 yr) # _____ mid (1+ to 5 yrs) # _____ expert (5+ yrs)	<input type="checkbox"/> None <input type="checkbox"/> HS/GED <input type="checkbox"/> 2 yrs post-HS (AAS, voc ed, apprenticeship, etc) <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Grad School (MA, PhD, MD, JD, or equivalent)	\$ _____ Avg Hrly	Avg Hrly by experience level: \$ _____ entry (0 to 1 yr) \$ _____ mid (1+ to 5 yrs) \$ _____ expert (5+ yrs)	0....1....2....3....4....5....6....7....8....9...10 Not Difficult Difficult Extremely Difficult			
		# _____ Total Need	# Needed by experience level # _____ entry (0 to1 yr) # _____ mid (1+ to 5 yrs) # _____ expert (5+ yrs)	<input type="checkbox"/> None <input type="checkbox"/> HS/GED <input type="checkbox"/> 2 yrs post-HS (AAS, voc ed, apprenticeship, etc) <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Grad School (MA, PhD, MD, JD, or equivalent)	\$ _____ Avg Hrly	Avg Hrly by experience level: \$ _____ entry (0 to 1 yr) \$ _____ mid (1+ to 5 yrs) \$ _____ expert (5+ yrs)	0....1....2....3....4....5....6....7....8....9...10 Not Difficult Difficult Extremely Difficult			
		# _____ Total Need	# Needed by experience level # _____ entry (0 to1 yr) # _____ mid (1+ to 5 yrs) # _____ expert (5+ yrs)	<input type="checkbox"/> None <input type="checkbox"/> HS/GED <input type="checkbox"/> 2 yrs post-HS (AAS, voc ed, apprenticeship, etc) <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> Grad School (MA, PhD, MD, JD, or equivalent)	\$ _____ Avg Hrly	Avg Hrly by experience level: \$ _____ entry (0 to 1 yr) \$ _____ mid (1+ to 5 yrs) \$ _____ expert (5+ yrs)	0....1....2....3....4....5....6....7....8....9...10 Not Difficult Difficult Extremely Difficult			
Part 3. FEEDBACK & CONTACT INFORMATION. Your participation helps the Suffolk County Workforce Investment Board tailor its services to meet the changing needs of our community.										
Regarding the content of this survey, did you find the questions appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No Would you be willing to participate in further research conducted by the Department of Labor to help improve our understanding of the local workplace? <input type="checkbox"/> Yes <input type="checkbox"/> No		Regarding creation of a system for communicating your training needs to us, would you be willing to pass along information via (check all that apply): <input type="checkbox"/> Email <input type="checkbox"/> Fax <input type="checkbox"/> US Mail <input type="checkbox"/> Telephone			Provision of the following information is <u>optional</u> . Contact Person _____ Email _____ FAX _____ Phone _____			The Suffolk County Board oversees services offered through the local Workforce Development System that benefit both business and resident. Would you like to know more about what services are offered to employers? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Results of the 2001-2002 Employer Survey will be posted on the Suffolk County Department of Labor’s Website <http://www.co.suffolk.ny.us/labor/> Spring 2002. Your questions or comments regarding the content of this survey may be directed to Dr. Christina Colón-Downs, email christina.colon-downs@co.suffolk.ny.us, fax 631 853-6614, phone 631 853-6960

Please return the completed questionnaire in the enclosed-self-addressed, postage-paid envelope.
Mailing Address: Suffolk County Department of Labor, P.O. Box 1319, Smithtown, NY 11787-0895

ATTACHMENT #2

Rank	Demand Skills	Count	% Responses
1	General Computer Literacy	79	15.8
2	General Office Skill Proficiency	45	9.0
3	Specialized Computer Software Proficiency	38	7.6
4	Industry Recognized Certification/License	28	5.6
5	Communication Skill Competency	19	3.8
6	Medical Technical Skills	19	3.8
7	Accounting Skills	18	3.6
8	Machining Skills	18	3.6
9	Medical Office Skills	18	3.6
10	Technical Manufacturing Skills	17	3.4
11	Computer – Network/Systems Proficiency	16	3.2
12	Mechanical/Repair/Tinkering Skills	15	3.0
13	Receptionist/Front Office Skill Proficiency	14	2.8
14	Basic Literacy Skills	12	2.4
15	Patient Care/Chairside Assisting Skills	12	2.4
16	Sales/Marketing Skills	12	2.4
17	Math/Computational Skill Proficiency	10	2.0
18	Technical-Aerospace/Electronics Skills	10	2.0
19	Technical – Mental Health/Special Populations	9	1.8
20	Technical – Dental Skills	8	1.6
21	Assembly Skills	6	1.2
22	Clinical/Counseling Skills	6	1.2
23	Engineering Skills	6	1.2
24	Technical - Steel Work/Metal Work	6	1.2
25	Customer Service Skills	5	1.0
26	Technical – Environmental Management Skills	5	1.0
27	Architectural Skills	4	0.8
28	Food Service Skills	4	0.8
29	Government Regulations & Procedures	4	0.8
30	Laboratory Testing Skills	4	0.8
31	Technical – Telecommunications/Information Technology	4	0.8
32	Office – Order Processing Skills	4	0.8
33	Chemistry Skills	3	0.6
34	Pharmaceutical	3	0.6
35	Research & Design	3	0.6
36	Janitorial/Maintenance Skills	3	0.6
37	Business Growth Skills	2	0.4
38	Global Marketing Skills	2	0.4
39	Human Resource Skills	2	0.4
40	Technical – Legal/Judicial System	2	0.4
41	Warehouse – Shipping & Receiving Skills	2	0.4
42	Advanced Manufacturing Skills	1	0.2
43	Management/Supervisory Skills	1	0.2
44	Multi-Lingual	1	0.2
45	Technical – Biochemical Skills	1	0.2
Totals		501	100

ATTACHMENT #3

Rank	Demand Job	Number Workers Needed	Average Hourly Pay	Number Firms Reporting
1	Registered Nurse	124	\$24.02	12
2	Health Care Aide	101	\$9.56	12
3	Licensed Practical Nurse	51	\$17.98	11
4	Sales	46	\$13.18	20
5	Assembler	37	\$10.27	14
6	Machinist	36	\$12.89	16
7	Clerical	33	\$9.99	18
8	Dental Assistant	29	\$11.59	21
9	Receptionist	27	\$9.45	22
10	Shipping Clerk	18	\$9.67	6
11	Clerk	18	\$9.60	6
12	Engineer	16	\$23.57	9
13	Medical Receptionist	16	\$10.55	14
14	Bookkeeper	15	\$12.55	13
15	Dental Hygienist	14	\$26.64	13
16	Customer Service Representative	14	\$12.61	8
17	Metal Worker	13	\$17.60	7
18	Truck Driver	13	\$17.17	6
19	Accountant	12	\$18.94	10
20	Medical Assistant	12	\$10.13	10
21	Programmer	11	\$26.67	6
22	Service Technician	10	\$14.50	5
23	Administrative Assistant	9	\$13.33	5
24	Pressman	9	\$12.83	6
25	Technician	8	\$19.63	5
26	Mechanic	8	\$13.67	6
27	CAD Draftsperson	7	\$19.60	7
28	Secretary	6	\$10.67	6
29	Office Manager	5	\$12.63	5
30	Food Service Worker	182	\$7.00	2
31	Telephone Interviewer	100	\$7.00	1
32	Telephone Salesperson	20	\$12.33	3
33	Counselor	20	\$10.00	2
34	Home Health Aide	19	\$9.00	3
35	Computer Technician	18	\$16.00	4
36	Network Technician	16	\$18.75	3
37	Aide	14	\$7.63	4
38	Factory	12	\$8.00	2
39	Laborer	11	\$14.88	4
40	CNC Operator	10	\$14.25	4
41	Biller	9	\$11.13	4
42	Childcare	9	\$8.88	2
43	Inside Salesperson	7	\$13.33	4
44	Project Manager	7	\$30.00	3
45	Helper	7	\$9.33	3
46	Electrical Engineer	6	\$23.81	4
47	Fabricator	6	\$12.67	3
48	Medical Secretary	6	\$11.00	3
49	Chemist	6	\$10.00	3

50	Custodian	6	N/A	1
51	Medical Doctor	5	\$60.00	4
52	Electronic Technician	5	\$16.07	4
53	A/P Clerk	5	\$13.00	4
54	Physical Therapist	5	\$41.00	3
55	Surveyor	5	\$19.00	3
56	Woodworker	5	\$15.00	3
57	Heavy Equipment Operator	5	\$30.00	2
58	Recruiter	5	\$13.00	2
59	Public Health Nurse	5	\$23.95	1
60	Laser Technician	5	\$17.00	1
61	Optometric Technician	5	\$12.00	2
62	Secretary/Receptionist	5	\$11.38	4
63	Consultant	4	\$27.00	3
64	Architect	4	\$20.00	3
65	Geologist	4	\$18.00	1
66	Account Executive	4	\$15.00	2
67	Manager - Supervisor	4	\$13.35	3
68	Dental Receptionist	4	\$11.67	4
69	Assistant Manager	4	\$10.67	3
70	Machine Technician	4	\$10.25	3
71	Cook	4	\$10.00	2
72	Tasting Room Staff	4	\$9.00	1
73	Physical Therapist Assistant/Aide	4	\$8.00	2
74	Production Technician	4	\$8.00	1
75	Transportation Engineer	3	N/A	1
76	Software Developer	3	\$80.00	2
77	Product Manager	3	\$27.50	2
78	Radiologist	3	\$25.71	2
79	Dental Technician	3	\$15.00	2
80	Environmental Technician	3	\$14.67	3
81	Administrator	3	\$13.50	2
82	Laboratory Technician	3	\$12.50	2
83	Quality Control Worker	3	\$12.00	2
84	Computer Salesperson	3	\$12.00	1
85	Chiropractor Assistant	3	\$8.00	2
86	Sewing Machine Operator	2	N/A	1
87	Investigator	2	N/A	1
88	Engineering Technician	2	N/A	1
89	Electronic Tester	2	N/A	1
90	Occupational Therapist	2	\$65.00	2
91	Teacher	2	\$65.00	1
92	Speech Therapist	2	\$65.00	1
93	Nurse Practitioner	2	\$34.00	1
94	Software Engineer	2	\$30.00	1
95	Dietician	2	\$30.00	1
96	Technical Writer	2	\$27.50	2
97	Graphic Artist	2	\$25.00	2
98	Social Worker	2	\$22.00	1
99	Technical Engineer	2	\$21.00	1
100	Tax Preparer	2	\$20.00	1
101	Surveyor Assistant	2	\$18.50	2
102	CNC Set-Up Person	2	\$16.00	1
103	Telecommunications Analyst	2	\$15.00	1
104	Clinician	2	\$15.00	1
105	Operating Room Technician	2	\$14.77	1
106	Installer	2	\$14.50	2

107	Transit Person	2	\$14.00	2
108	Screen Printer	2	\$12.50	1
109	Transcriber	2	\$12.00	2
110	Support Staff	2	\$10.53	1
111	Transportation Technical Advisor	2	\$10.00	1
112	Assistant Blenders	2	\$9.00	1
113	Insurance Assistant	2	\$8.75	2
114	Record Retrieval Clerk	2	\$8.50	1
115	Fieldworker	2	\$7.75	2
116	Upholsterer	1	N/A	1
117	Structural Engineer	1	N/A	1
118	Physician Assistant	1	N/A	1
119	Marketing Consultant	1	N/A	1
120	Development Director	1	N/A	1
121	Certified Reappraiser	1	N/A	1
122	Junior Accountant	1	N/A	1
123	Customer Service Manager	1	\$38.46	1
124	Civil Engineer	1	\$35.00	1
125	Pharmacist	1	\$33.90	1
126	Telecommunications Worker	1	\$28.00	1
127	Switch Engineer	1	\$27.00	1
128	Project Engineer	1	\$25.00	1
129	Information Technology Worker	1	\$25.00	1
130	Contracts Administrator	1	\$25.00	1
131	Sales Consultant	1	\$22.00	1
132	Inventory Control Manager	1	\$20.00	1
133	Development Associate	1	\$18.00	1
134	Chief Financial Officer	1	\$18.00	1
135	Comptroller	1	\$17.00	1
136	R & D Chemist	1	\$16.50	1
137	Systems Engineer	1	\$15.00	1
138	Junior Buyer	1	\$15.00	1
139	HVAC Controls Technician	1	\$15.00	1
140	Fire Extinguisher Technician	1	\$15.00	1
141	Drafter	1	\$15.00	1
142	Cytogenetic Technologist	1	\$12.50	1
143	Sales Clerk	1	\$12.00	1
144	Optical Assistants	1	\$11.00	1
145	Warehouse Person	1	\$10.00	1
146	Contracts Person	1	\$10.00	1
147	Recreation Therapist	1	\$7.00	1
148	Telephone Operator	N/A	N/A	1
149	Chiropractor	N/A	N/A	1
150	Art Director	N/A	N/A	1
151	Nurse	N/A	\$15.00	1

Job titles with five (5) or more firms reporting are listed first.

N/A - Not Available